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ABSTRACT

The debate over how to prepare a new generation of teachers has reached a fever pitch in education and policy communities. This policy brief takes the viewpoint that quality alternative certification programs (ACPs) offer ways to develop a broader pool of prospective teachers while helping states address concerns about teacher development, professionalism, and retention. These programs are considered as alternative methods to enhance traditional teacher certification because they address many of the elements of a comprehensive teacher development cycle, such as teacher standards, the teaching pipeline, teacher education, beginning teacher licensure, teacher induction programs, full teacher licensure, and ongoing professional development. State boards of education must ensure that standards for alternative programs are the same as those for traditional licensure, establish guidelines for approving ACPs that require key components of a quality program, ensure that ACPs are adequately funded, take the lead in defusing the political rhetoric around ACPs to focus on their utility, direct state departments of education to track the characteristics of ACP graduates and their willingness to stay in the profession beyond 5 years, and use elements of quality ACPs as a template for a comprehensive system of teacher development. An appendix contains ACP contact information. (Contains 45 references.) (RT)

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Moving Past the Politics: How Alternative Certification Can Promote Comprehensive Teacher Development Reforms

National Association of State Boards of Education

2002

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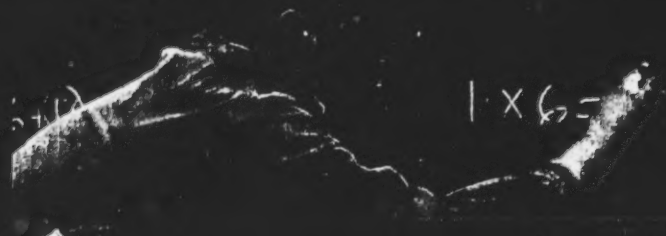

How Alternative Certification Can Promote Comprehensive Teacher Development Reforms

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EA032220

Moving Past the Politics

How Alternative Certification Can Promote Comprehensive Teacher Development Reforms

Virginia Roach
Benjamin A. Cohen

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Introduction

The ideological debate over how to prepare a new generation of teachers has reached a fever pitch in the education and policy communities. The argument pits supporters of the traditional path to teacher certification against those who promote a more open-market approach that would expand the available pool of candidates and offer alternative pathways into the profession.

This politically charged debate, however, clouds the complexities of the situation and hinders the ability of state policymakers to make judgments about alternative certification programs (ACPs) and the policies upon which they are based. And the polarized views of such programs miss their true potential. The predominant arguments both for and against alternative certification confuse the *process* of teacher preparation with the *product* of teacher preparation.

In this Issue Brief we take the viewpoint that quality alternative certification programs offer a way to develop a broader pool of prospective teachers while also helping states address concerns about teacher development, professionalism, and retention.

The Teacher Crisis and Alternative Certification

While the actual numbers may be debated, researchers agree that there are severe, nationwide short ages of teachers in specific subjects—mathematics, science, foreign language, and special education—and in regions that are considered less desirable places to live and work (NASBE, 1998; NCTAF, 1996; Abell Foundation, 2001).

Policymakers have been searching for and implementing strategies designed to stem this shortage for over two decades (Wise, et. al., 1987). Since the early 1980s, alternative certification programs have drawn an increasing amount of policy and political attention as a promising way of recruiting more teachers into the classroom. ACPs are generally defined as pathways to a teaching certificate that fall outside of a full-time, four- or five-year teacher preparation program. They can include programs for mid-career switchers, programs to prepare paraprofessionals to become teachers, and programs for new college graduates who decide after graduation to enter teaching. The vast majority of these programs are designed for candidates who already have a bachelor's degree, who are employed as teachers while they complete the program, and who earn a regular teaching license as a result of completing the program. Most states now have various forms of alternative certification, although no two programs are exactly alike.

Emergency Certification

Emergency certification programs, which commonly present the smallest number of hurdles to enter the classroom and require little, if any, formal preparation, are distinct from alternative routes to full licensure. Emergency certification is generally viewed as an inadequate "stopgap" measure to address teacher shortages. Other programs are designed to attract individuals with highly unique qualifications on a short-term basis to serve as visiting scholars or experts in schools. Neither emergency certification programs nor programs for unique candidates, which do not feed into the the broader teacher workforce, will be discussed in this report.

Alternative certification programs can be national, state, regional, or local in scope. Typically, national programs focus on preparing a particular type of candidate for teaching, such as retiring military professionals (Troops to Teachers) or recent, high-achieving college graduates (Teach For America). State programs typically focus on statewide shortages as well as building a diverse pool of candidates. District-run programs tend to focus on specific shortages, often in urban areas (Humphrey, et al., 2000).

Alternative certification programs have existed in one form or another, and under a variety of names, for half a century. Nearly half the ACPs reviewed in this report were created prior to the 1990s, with many dating from the 1980s (Feistritzer, 2000). Emily Feistritzer has studied alternative certification programs for several years and explains that alternative certification is a blanket term for "every avenue to becoming licensed to teach, from emergency certification to very sophisticated and well-designed programs that address the professional preparation needs of the growing population of individuals who already have at least a baccalaureate degree and considerable life experience and want to become teachers" (Feistritzer, p. 3).

Alternative Certification as Alternative Preparation

Policymakers have long relied on alternative certification programs to help ease teacher shortages. More recently, ACPs have been advanced as a way to enhance the teaching profession by offering a different type of preparation and attracting a different type of prospective teacher. Proponents say they provide an opportunity to recruit otherwise qualified candidates who cannot or will not enter the profession through the traditional route. In this spirit, ACPs are seen as an alternative to traditional teacher education programs, which have often been criticized as being ineffectual.

The process of building high-quality teacher preparation programs in the United States faces several major challenges, many of which can be addressed in part through alternative certification. These challenges include:

Quality. Criticisms abound about the low standardized test scores of teachers, inflated GPAs of education majors (Ballou and Podgursky, 1998), low standards on teacher tests (The Education Trust, 1999), and the lack of subject-area preparation among math and science teachers (NCTAF, 1996). Widespread reports of low quality among new and existing teachers have focused national attention on the need for preparation programs to provide more rigorous training and hold their graduates to higher standards.

Coordination. Teacher preparation is fragmented in at least two ways. First, there is little coordination of standards between the K-12 system and teacher preparation institutions (AFT K-16 Teacher Education Taskforce, 2000). As a result, many teachers do not develop the necessary content knowledge in the subjects they are expected to teach. Second, disconnects between pedagogy and content knowledge in teacher preparation programs (Shulman, 1986; NCTAF, 1996) often leave teachers lacking in the strategies they need to teach specific content.

Fragmentation. Teacher preparation is influenced by a number of policymakers and other actors, each with a separate agenda and view of what it should be. This results in inconsistent and disjointed standards for preparing teachers according to "best practices" in the field. This uncoordinated policy environment sends mixed messages to programs about what is expected of them.

Uncertainty. Despite what is known about high-quality teacher preparation, deciding upon the specific process by which candidates are prepared can be contentious. Some argue that a four-year degree conferred by a college of education is essential. Others argue for a five-year program that combines an undergraduate degree in a field outside of education with a fifth year of teacher preparation. Still others argue that effective teacher preparation occurs largely outside the university environment.

Competition for Decisionmaking, Competing Agendas

Those who promote alternative certification as a solution to some of these problems typically support a different approach to public education overall. In general, distrust and dissatisfaction with the existing system has led to an increase in the number of voices seeking participation in education decisionmaking (Murphy, 2000). In short, the battle for control of teacher policymaking involves state policymakers, university administrators, teacher professional associations, and more localized actors such as teachers, districts, and community groups.

Making matters worse is the fact that many of the goals for improving teacher education are potentially contradictory: raising quality means greater selectivity; increased quantity means opening the doors to a wider candidate pool; and centralized solutions may not reflect the particular needs, preferences, and politics of individual districts and schools. Policymakers must address all of these issues while also contending with the lack of systemic coordination among stakeholders.

From this conflicting and complex set of problems, two models of professional preparation and development have emerged. One, articulated by the National Commission on Teaching and America's Future (NCTAF), parallels the standards-based reform movement for students. It seeks to create a continuous cycle of teacher development and renewal through standards, teacher education, state licensure, and

Who Is Involved in Decisions about Teacher Preparation?

A variety of stakeholders have waded into the policy debates about teacher certification, each viewing the problem through a different lens. The general public's concerns about education have created pressure to seek new and better ways of preparing teachers. Local education agencies (LEAs) exert pressure for new pipelines that will increase the pool of candidates from which they can hire teachers. Unions, concerned about the professionalization of teaching, try to narrow the paths into the classroom. Accreditation organizations set the criteria for what preservice teachers should learn and establish standards for preparation programs. State boards of education or state licensure boards define teacher licensure requirements and oversee the approval of preparation programs in their states. Higher education boards also play an important role by defining the operations of university-based teacher preparation programs. Finally, lawmakers mandate components of teacher preparation as they respond to political and other pressures.

requirements for ongoing professional development. In this model, ACPs are viewed as mechanisms that sidestep the system and give short shrift to the essential elements of teacher preparation.

The other model points to a body of literature that links increases in student achievement with the verbal ability of teachers, which is used to represent higher general cognitive ability (Abell, 2001). As a result, this model places heavy emphasis on the general aptitude of the teacher and considers a degree from a rigorous undergraduate program (but not necessarily teacher education courses) as a key component. This alternate theory, which is more closely aligned with ACPs, maintains that people with undergraduate degrees from rigorous institutions should be candidates in the marketplace of education, as worthy of consideration as a freshly certified graduate of a traditional preparation program.

The debate over how best to prepare new teachers has split into two factions: the "deregulators" who advocate a more open, market-oriented approach, and the "regulators" who favor reform of the existing system (Education Commission of the States, 2000; Goldhaber and Brewer, 2001; Cochran-Smith and Fries, 2001).

This makes the job of policymakers much more difficult. For example, any attempt to review the success or failure of alternative programs may be difficult when the intent of the state policy has not been clearly articulated because of competing agendas. Unbiased program evaluations may be difficult to obtain because the evaluators may be perceived as being in one "camp" or the other.

Yet, it is the thesis of this Issue Brief that there need be no such polarization. Alternative certification programs can focus teacher preparation on the "product," as market reformers would have, while at the same time providing the licensure reforms that the "regulators" seek, such as strengthening entrance requirements, fostering closer links between K-12 schools and teacher preparation curricula, and enhancing clinical experiences for teachers.

The following sections of this report will discuss:

- Why alternate routes can help *improve* traditional certification programs, rather than serve exclusively as an alternative to those programs (chapter II);
- Key components of comprehensive alternative certification programs (chapter III); and
- Specific recommendations that can guide policymakers seeking to build a coherent state system of teacher development (chapters IV and V).

II Alternative Certification Programs as a Method of Enhancing Traditional Teacher Certification

The chief arguments both for *and* against alternative certification programs often center on the perceived value of traditional teacher education. However, quality alternative certification programs are a promising way to address teacher preparation issues and unify the competing political agendas.

ACPs have been described as amateur approaches to teaching that are unable to monitor the quality of their candidates (Wise, 1994). More recently, critics have charged that ACPs are politically appealing "silver bullets" that fail to adequately develop the knowledge and skills of their candidates. Opponents say alternative programs reduce or circumvent requirements for a state teaching license and allow states and districts to "fill vacancies in any way possible" (Berry, 2000). Another concern is that ACPs do not attract people committed to teaching, and that many of the people who enter the profession through this route will quickly leave it. Critics also worry that ACPs undermine efforts to professionalize teaching. Just as there are no "alternative routes" into medicine or law, they say, there should be no back door into the classroom.

Supporters of the programs point out that by raising quality and quantity, and by attracting accomplished professionals from other fields who otherwise would not consider teaching as a career, ACPs help drive the status of teaching upward. Proponents also assert that career-changers, recent retirees, and individuals with degrees in fields outside education are important resources for schools and districts struggling to fill vacancies, and that ACPs make teaching accessible to these people. In a standards-based system of teacher preparation, graduates of ACPs are required to meet the same measures of quality as other candidates.

The supporters of alternative certification make the additional argument that the programs move candidates into the classroom quickly and enhance the link between K-12 and higher education. These advocates are careful, however, to discriminate between "emergency certification programs" that place unqualified candidates in classrooms, and true alternative programs that hold candidates to high standards. Finally, supporters point to research showing that teachers who come to the classroom via ACPs remain there for at least as long as or longer than traditionally prepared teachers (Feistritzer, 2000; Klagholz, 2000).

A Theory of Teacher Development

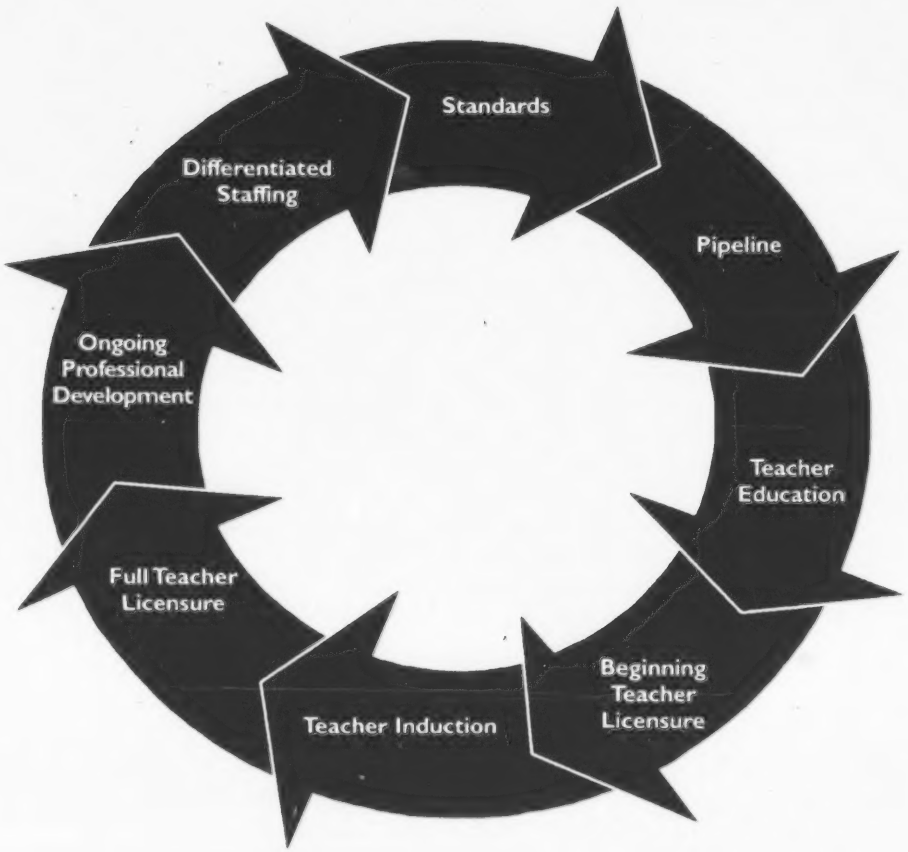
Filling vacancies with new teachers will not, in and of itself, solve the shortages. With 39 percent of new teachers leaving the classroom within five years (Ingersoll, 2001), solutions will also require specific attention to *retention*. States and districts must focus on *why* teachers leave the classroom, and alternative certification should be embedded within a comprehensive system of *teacher development, recruitment* and *retention*. To do otherwise merely creates a policy process that accelerates the training and recruitment of teachers—and their eventual departure from the profession.

Over the past decade, a model system for ***teacher development*** has emerged that is designed to enhance both the quantity and quality of teachers (see figure on page 6). This model parallels standards-based reform for the student population and has the following elements (NCTAF, 1996):

- ***Teacher standards*** based on what students should know and be able to do, which undergird the entire system of teacher development;
- ***A teaching pipeline*** that builds a talented and diverse pool of candidates who qualify for teacher education, choose to become teachers, and complete preparation programs;
- ***Teacher education*** that infuses the teacher standards into the curriculum; provides a coordinated, rigorous, curriculum that is specific to particular disciplines; and also offers specific instruction in how to teach subjects;
- ***Beginning teacher licensure requirements*** that reflect the standards and include multiple lines of evidence, gathered over time, to show that prospective teachers are indeed qualified to teach;
- ***Teacher induction programs*** to guide a new teacher's first years in the classroom, improve classroom practice, and enhance teacher retention;
- ***Full teacher licensure*** that differentiates a career teacher from a novice and requires ongoing professional development throughout a teacher's career;
- ***Ongoing professional development*** that is job-embedded, situation-specific, and related to the goals and standards of the school and district in which the teacher works; and
- ***Differentiated staffing*** that allows opportunities for teachers to serve as mentors and leaders in their profession without having to leave the classroom.

When all these elements are combined, they create a coordinated cycle of development and continuous professional renewal. The system reaches back to potential teachers before they enter training programs and extends throughout their careers. Standards permeate the system and specifically link what teachers should know and be able to do with what students should know and be able to do. Finally, differentiated staffing develops teacher leaders who monitor the teaching standards for update and renewal. In this way, the system serves as a ***comprehensive teacher development cycle***.

Proponents of this cycle argue that strengthening the profession through comprehensive, career-long development leads to better teaching and learning *as well as enhanced teacher retention* (NCTAF, 1996). Furthermore, they assert



Teacher Development Cycle

that such a system, by ensuring that only fully qualified graduates are hired, enhances the prestige of the profession, which attracts more candidates and thus diminishes the recruitment problem.

While ACPs certainly vary in quality (as do traditional preparation programs), there is some evidence that high quality ACPs needn't be thought of as undermining this approach. Preliminary investigations suggest that they can attract talented new candidates (e.g., Goodwin, 1998), and they may be particularly well suited to improved links between pedagogy and content in the preparation curricula.

Quality alternative certification programs can address many of the elements of the comprehensive system listed above:

- ***Teacher standards*** can also undergird alternative certification programs;
- ***The teaching pipeline*** can be enlarged by attracting well-qualified candidates who might otherwise forego teaching because of their inability to leave full-time employment for an extended period of time;
- ***Teacher education***—quality ACPs have an instructional component that builds on a teacher's subject-area knowledge and infuses the teacher standards into actual day-to-day work;
- ***Beginning teacher licensure***—quality ACPs typically require a candidate to pass many of the same licensure exams as traditional candidates. Additional requirements that are performance-based and include multiple lines of evidence, gathered over time, are well-suited to the structure of an ACP. In-class evaluation may actually be more "authentic" than evaluations used in traditional programs;
- ***Teacher induction programs***—nearly every ACP has some form of induction program;
- ***Full teacher licensure***—like other candidates, ACP graduates qualify for an initial license. Full licensure

requirements for ACP teachers are the same as for any other candidate with an initial license;

- ***Ongoing professional development***—alternative certification advocates argue that quality programs emphasize job-embedded, situation-specific professional development; and
- ***Differentiated staffing***—ACPs create opportunities for teachers to serve as mentors and leaders through induction programs. These induction programs allow teachers to serve as mentors to ACP candidates for part of the day

If executed well, ACPs can become an important component in a comprehensive strategy to ensure an adequate supply of well-qualified teachers.

Effective teacher training can clearly be found in all sorts of preparation programs. The characteristics listed above clearly suggest that effective preparation need not occur within a traditional university program, since these components can exist in a variety of environments. A recent study, which found that students of traditionally prepared teachers performed at least as well as students whose teachers went through emergency certification (Goldhaber and Brewer, 2000), implies that the traditional route is not necessarily the only way to raise student achievement.

In fact, the goals of standards-based teacher reform easily lend themselves to an outcomes-based process similar to that of a high-quality ACP.

- ***Pedagogical and Content Knowledge.*** Several ACPs require candidates to possess an undergraduate degree in their intended subject area or a related field prior to entering the program. In a clear attempt to link content and pedagogical knowledge, ACPs can provide pedagogical training while candidates work in schools under the tutelage of an experienced teacher-mentor in the same subject area.
- ***Rigorous Entrance Requirements.*** The entrance requirements for some ACPs vary little from those of traditional programs. They can include minimum GPAs, specific course requirements, an undergraduate degree in a subject area or related field, and minimum scores on the standardized tests, such as PRAXIS I, that are used for other teacher candidates. Some ACPs also require related work experience and rigorous interviews of applicants.
- ***Linking K-12 Schools with the Teacher Preparation Curriculum.*** ACPs often place candidates in schools at the start of the program. Schools that accept alternative certification candidates may develop longstanding relationships with the program faculty and work closely to ensure a better experience for the teacher candidate. In some cases, K-12 schools take a leadership role in the initial development of an ACP. By their collaborative nature, ACPs may do a better job of linking K-12 with higher education, as well as pedagogy with practice, than traditional programs.
- ***Clinical Experience.*** Because most ACPs require candidates to work in schools, clinical experiences of candidates in them tend to be long, often a year or more.
- ***Standards.*** Graduates of ACPs usually adhere to the same standards and measures of quality as those from other preparation programs in a state.

Critics of ACPs who claim that they jeopardize high standards in teacher preparation may be missing the point on two fronts. First, ACPs can include key elements of effective teacher preparation. Second, the very notion of standards-based teacher preparation opens up the *process* of preparing teachers to a host of new ideas as long as the *product*—in terms of new teachers—meets the same rigorous standards. In a standards-based system, the state holds the program primarily responsible for what it produces rather than how it is produced. Political struggles about the *structure* of teacher preparation pull the policy focus away from standards and revert to measures of "inputs" as a way to judge quality.

III Key Components of Alternative Certification Programs

Very little is known about alternative certification programs on a national level. This section provides more in-depth information on the current ACP landscape.

Who Are ACP Candidates?

Graduates of alternative certification programs are generally more racially diverse. Eighty-seven percent of traditionally certified teachers are white, compared with 79 percent of alternatively certified teachers. They are more likely to teach in subject fields and geographic locations where they are most needed, including large central cities and in schools that serve students of color. In other words, graduates of ACPs are more likely than traditionally trained teachers to teach in areas most afflicted by teacher shortages. And they are more likely to teach math or science, two of the fields in which the demand for teachers is the greatest (Shen, 1997). Studies of the work experiences of alternatively certified teachers show that half come directly from college. About 24 percent already held teaching or education-related positions prior to entering the ACP, and about 22 percent come from outside education. This suggests that ACPs permit non-education majors to enter careers in teaching. Mid-career changers currently make up about one-quarter of the total enrollment in ACPs.

There are more than 100 alternative certification programs currently operating in the United States (see Appendix). Some programs operate under the same guidelines under which standard teacher preparation programs exist. Some operate under different guidelines. All programs are governed by state regulation, either in defining parameters of the program or in specifying their freedom from existing regulation.

Each of these programs is unique. However, it is possible to summarize the elements they have in common. The main components of ACPs include: entrance requirements, completion requirements, and assessment procedures. Where available, outcome data on the programs are also included.

Main Components

Entrance Requirements. Consistent with the definition of Alternative Certificate Programs used in this Issue Brief, the majority of programs require candidates to hold a bachelor's degree. In a few instances, coaching or trades staff are permitted to teach without a bachelor's degree. Almost two-thirds of the programs have specific coursework requirements, such as a major or proof of minimum credits in a certain subject. About one third require candidates to have a minimum GPA in these courses. Almost half require candidates to pass some type of standardized assessment, such as PRAXIS I or a state-level assessment, in order to enter the program. Some allow for waivers of coursework requirements if candidates pass standardized assessments. For example, in California, the "University Intern Credential" program requires individuals to have minimum coursework in the subject they wish to teach *or* pass a subject-oriented assessment. Similarly, Kentucky's

Sources of Information about ACPs

With the amount of attention policymakers have given ACPs in the past decade, it is remarkable how little is actually known at a national level about them and the teachers they produce. The most recent nationally representative data on teachers who hold alternative certification is from 1993-94, in the U.S. Department of Education's Schools and Staffing Survey (SASS).

An important source of information for this report is Emily Feistritzer's *Alternative Teacher Certification.* The quality of information that states submitted to Feistritzer on their alternative certification programs is highly variable, however, with some states providing detailed and complete descriptions of their programs and others providing only limited outlines of program components. Nonetheless, the data she has collected is the most comprehensive to date. It indicates that many programs with successful and useful elements exist, and they offer useful lessons to policymakers.

"Local District Certification Option" permits candidates to enter the program with GPAs below the program minimum if they have an "exceptional life experience" that compensates for lower grades. About one-fifth of ACPs consider or require candidates to have personal or professional experiences, such as hands-on experience as a lab technician for science courses or legal work for history courses.

While the entrance requirements for ACPs vary, the bottom line is that many programs require candidates to complete coursework related to the subjects they wish to teach *prior* to entering the program, and many programs require minimum GPAs or standardized assessments in content knowledge. In effect, programs with entrance requirements such as these operate similarly to traditional post-graduate certification programs, with the exception that candidates enter classrooms soon after enrolling in the ACP and without lengthy periods of preservice coursework.

Completion Requirements. Completion requirements are typically fulfilled while candidates work in classrooms, and often involve evaluation by both staff from higher education and the local school district. They include:

- ***Preservice components.*** Preservice components typically introduce candidates to pedagogy and classroom management so that they have some basic orientation to the methods of teaching before they enter the classroom. In ACPs that require it, preservice training is usually relatively short, often taking place in the summer before classroom practice begins. Many quality ACPs have preservice summer coursework lasting between two and three months to ensure that incoming teachers have basic teaching skills and knowledge about the classroom environment they are entering. About one quarter of ACPs require candidates to complete preservice coursework prior to entering the classroom.

Programs with limited preteaching coursework requirements have received

Table 1: Who Are the Alternatively Certified Teachers?
Percentage Distribution of Traditionally and Alternatively Certified Teachers, 1993-94

	Traditionally Certified	Alternatively Certified
AGE		
Less than 30 years of age	28.1	33.4
30-39	35.7	34.7
40-49	27.5	27.4
50 or more	8.7	4.5
MAIN ACTIVITY BEFORE TEACHING		
Student at a college or university	68.7	51.0
Teaching or education-related positions	16.5	23.8
Positions outside of education	11.2	22.2
Caring for family, unemployed, or retired	3.6	3.0
HIGHEST DEGREE EARNED		
No degree earned	0.6	2.4
Associate or bachelor's degree	63.7	71.3
Master's degree	31.8	22.2
Doctorate	3.9	4.1
LOCALE		
Large central city	10.6	20.9
Midsize central city	17.1	15.9
Large city–urban fringe	16.5	12.6
Midsize city–urban fringe	11.1	9.0
Large town	2.8	1.0
Small town	21.6	21.9
Rural	20.3	18.7
TYPE OF SCHOOL		
0-4% Minority	24.0	23.2
5-19%	25.3	24.0
20-49%	23.9	15.0
50-100%	26.8	37.8
PLANS TO REMAIN IN TEACHING		
As long as I am able	37.6	37.3
Until I am eligible for retirement	22.7	19.7
Will probably continue unless something better comes along	13.7	13.6
Definitely plan to leave teaching as soon as I can	3.7	3.4
Undecided at this time	22.3	26.0

All groups are significantly different (chi-square) at $p<.05$ or better. This table reproduces results in Shen (1997).
NOTE: This table is derived from data from the U.S. Department of Education's 1993-94 *Schools and Staffing Survey*. While concerns have been raised regarding the quality of the data reported in this survey, it remains the only national source of data on the teaching force available.

serious criticism (Johnston, 1999). Critics say such short-term, intensive introductions are not sufficient preparation for the classroom (Darling-Hammond, June 2000, p. 168). However, advocates argue that effective teacher preparation combines pedagogical training with classroom experience. Placing candidates in classrooms as soon as possible—*while they receive their pedagogical training*—helps them become effective teachers in the long run.

- ***Induction and Mentoring.*** Nearly all programs have some form of induction system. But induction and mentoring programs vary in quality and comprehensiveness. Just under half of ACPs offer entrants some kind of formal support, in the form of specifically assigned mentors, teacher support groups, and/or other supervisory staff. Almost one-third of the programs mention mentors specifically for ACP candidates.

  Some programs specify the role the mentor should play in the candidate's experience and the training the mentor must receive. For example, New Hampshire's "Site-based Certification Plan" requires mentors to take at least 12 hours of training in theories of adult development, techniques for providing feedback, and ways of providing emotional support to candidates. Ohio's "Internship Certification Program" requires that each mentor supervise no more than five candidates. Texas' "Alternative Teacher Certification" program requires that mentors teach in the same subject area as the candidates they work with. Kansas' "Post Baccalaureate Program to Alternative Certification" ensures that candidates work with a subject-area specialist in addition to a mentor. Minnesota's "Alternative Preparation to Teacher Licensure Program" uses an entire "Resident Mentorship Team" composed of administrators, teachers, and faculty from higher education to guide candidates. Such team-oriented mentoring components allow for collaboration between K-12 and higher education while giving candidates a broad support network while they learn to teach.
- ***Concurrent Coursework.*** The details of coursework requirements vary considerably. Two-thirds of ACPs require coursework in areas such as pedagogy and classroom management while the candidate teaches. For example, California's "District Intern" program requires 360 clock hours of professional development over a two-year period. Coursework requirements are sometimes waived because of the candidates' prior experience. Tennessee's "Interim Probationary License Type A" and Oklahoma's "Alternative Placement Program" allow such waivers. Other programs require subject-area backgrounds and then require additional program instruction. Coursework is often offered at the university level (e.g., New York's "Temporary License"), but other programs provide coursework through the district (such as in California).
- ***Length of Programs.*** The ACPs reviewed in this report usually required candidates to spend between one and two years in them. The certification status of candidates at the end of the programs varies. A one-year program with little concurrent coursework might leave a candidate with a provisional certification, while more rigorous, two-year programs with extensive coursework typically result in higher level "professional" certificates.

Assessment Procedures. Nearly all alternative certification programs include provisions to assess the performance of candidates and many use a combination of different personnel to evaluate new teachers. For example, just over 40 percent of programs include university faculty in evaluation, while about one-quarter use local school district personnel in candidate evaluation. Only a handful include other teaching faculty at the school in the process, with the exception of programs that have formal mentors. Frequently, university and district personnel conduct evaluations together.

Program Effectiveness. Several studies of alternative certification programs indicate that they produce teachers who remain as long or longer in the classroom, who help fill high demand subject areas, and who perform as well as or better than traditionally trained teachers.

A 1997 Delaware study of that state's Alternative Routes To Certification (ARTC) program showed that its candidates were placed in more than 80 percent of the state's school districts, as well as in two-thirds of its elementary schools. Most candidates in the program teach science, business, foreign languages, and technology education, and reports on these candidates indicate that they have attrition rates no higher than national rates (Hughes and Sianjina, 2000).

In urban schools, where attrition is particularly acute, researchers found that traditionally certified teachers were 19 percent more likely to leave teaching than teachers from an ACP (although traditionally certified teachers may have left for another teaching position) (Adams & Dial, 1993, cited in Dill, 1996). Yet another study reported that teachers in ACPs left teaching at a rate half that of traditionally certified teachers (McKibbin, 1988).

An earlier study of California's alternative certification routes indicated that candidates performed just as well on six different measures of classroom effectiveness as traditionally

trained teachers and that 80 percent of the candidates who began the program remained in it after two years. This is double the retention rate of other teachers in the district in the study (McKibbin, 1988, p.57).

Studies of ACP candidates in Texas (summarized in Feistritzer, 2000, p 395), New Jersey (Klagholz, 2000), and other locations provide similar results concerning the effectiveness of ACPs. However, other studies refute the benefits of ACPs and indicate that teachers who have gone through the programs have insufficient pedagogical skills, tend to blame students for not understanding subject matter, and in some cases cannot explain subject matter to students despite having subject-area degrees (Shepherd, 1999).

Categorizing Alternative Certification Programs

Until now, we have presented a general summary of *all* programs. Specific components of individual ACPs from across the nation are presented in the program-by-program tabulation in Table 2 on page 12. The table has three main sets of columns: Entrance Requirements, Support and Evaluation, and Shortage Program. The Entrance Requirements columns show whether a bachelor's degree, major, minor, minimum credits, minimum GPA and/or a standardized assessment is required to enter the program. The Support and Evaluation columns indicate whether preservice training is required prior to entering a classroom, whether mentoring or other formal support is available, and whether a formal evaluation system is in place. The Shortage Program indicates whether one of the stated goals of the program is to address teacher shortages, either geographically or in particular subject areas.

Table 2 is taken from *Alternative Teacher Certification: A State by State Analysis, 2002* by Feistritzer and Chester. They produce an annual survey of state alternative teacher certification programs. The table summarizes programs for initial, primary certification. It does not include programs generally designed for adding additional endorsement areas to existing licenses. Furthermore, a number of states established fifth-year, master's degree programs for teacher licensure in response to the work of the Holmes Group, a consortium of deans of teacher education institutions established in the 1980s. As these programs were not designed with the primary intent of creating an alternate route to teaching, but rather to ensure a strong subject-matter grounding for all teachers, they have also been omitted from Table 2.

The programs listed below generally have the programmatic characteristics described in this chapter. That is, candidates are employed as teachers while enrolled in the program and the program leads to a valid, initial teaching license as opposed to a temporary or emergency certificate. Programs that are very similar to traditional teacher education programs were omitted, as well as those for candidates who have almost completed a traditional preparation program. Programs listed are generally available across the state, rather than those programs established for a single urban area. Finally, special licensure provisions for uniquely qualified candidates or candidates for whom no endorsement area exists in the state's regulation were also omitted.

The tabulation of ACPs indicates some correlation between a program's design and the date of its inception, particularly in the 1990s. Two-thirds of all "quality" ACPs were launched during the 1990s, suggesting that the attention to standards during that decade had some influence on program design. About 40 percent of all shortage programs were begun during the 1990s, contributing to the notion that, over time, ACPs have been conceived not as shortcut routes into classrooms but increasingly as a means to develop quality teacher preparation programs. Many of the programs developed in the years 2000, 2001, and 2002 are revisions or expansions of earlier programs.

While more rigorous investigations will be needed to sort out the disagreements regarding ACPs, the examples provided above illustrate that certain programs—when they are designed according to high content, performance, and implementation standards—can and do prepare high-quality teachers. Preliminary outcomes research on ACPs indicates that, as with traditional teacher preparation programs, they vary in quality and rigor. Therefore, high-quality ACPs are viable policy options that offer a targeted means of addressing teacher supply issues without undercutting teacher quality *when they are based on standards and are implemented in a coordinated fashion.*

Table 2: ALTERNATIVE TEACHER CERTIFICATION: A STATE-BY-STATE ANALYSIS

			ENTRANCE REQUIREMENTS				SUPPORT & EVALUATION			
State	Name of Program	Year instated / legislation	BA	Major, minor, or transcript analysis	Minimum GPA	Standardized assessment for entrance	Preservice training before entering classroom	Mentoring or other formal support	Formal evaluation of candidates	Shortage program
AL	Alternative Baccalaureate-Level Program	1992	X	X				X	X	
AL	Preliminary Certificate Approach	1997	X							
AR	Alternative Certification Program	1988	X	X	X	X	X	X	X	
AR	Probationary Provisional Certificate		X	X	X	X	X		X	X
CA	Pre-Internship Teaching Certificate	1998	X	X		X	X	X	X	
CA	District Intern Certificate	1983	X	X		X	X	X	X	X
CA	University Intern Credential	1967	X			X	X	X	X	X
CO	Alternative Teacher Program	1991	X	X		X		X	X	
CO	Teacher in Residence	1999	X					X	X	X
CT	Alternate Route to Teacher Education	1986	X	X	X	X	X	X	X	
CT	Post Baccalaureate Certification		X	X	X	X	X N1		X	
DC	Teach for America	1992	X				X	X	X	X
DC	Provisional Teacher Program	1992	X	X				X	X	X
DE	Alternate Route to Certification/ Secondary Education	1996	X	X		X	X	X	X	
DE	Special Institute for Teacher Certification	1986	X	X		X			X	X
FL	Temporary Certification	1988	X	X	X				X	X
GA	Georgia Teacher Alternative Prep. Program		X		X	X	X	X		X
GA	Permitted Personnel	1992	X				X	X	X	X
GA	Post- Baccalaureate Non-degree Prep. Programs	1950	X	X	X				X	
GA	Post-Baccalaureate Non-degree Prep. Programs for Transitioning Military Personnel	1993	X	X	X				X	
GA	Provisional Certification	1949	X		X	X			X	
GA	Teach for America	1989	X				X		X	
HI	Alternate Licensing Program in SPED (ABC-SE)	1991	X		X			X	X	X
HI	Alternative Program for Shortage Areas	1996	X	X	X			X	X	X
HI	Respecialization in special education (SPED) Program—Alt. Certification Program for SPED	1990	X			X		X	X	X
ID	Secondary Field-Centered Teacher Training Prog.	1990	X	X	X		X	X	X	
IL	Alternate Route to Teacher Certification	1999	X			X	X	X	X	
KS	Post Baccalaureate Program to Alternative Certification	1992	X	X	X	X	X	X	X	X
KS	Restricted Teaching License	avail. 2002	X	X	X			X	X	X
KY	Adjunct Instructor Certification Option	1984	X N2	X	X					
KY	Exceptional Work Experience Certification Option	1998	X		X				X	
KY	Local District Certification Option	1998	X		X	X	X	X	X	
KY	Veterans of the Armed Forces	2000	X	X	X	X		X		X
KY	University-Based Alt. Teacher Certification	2000	X		X	X		X	X	X
LA	Non-Masters/Certification-Only Program	2002	X		X	X		X		
LA	Post Baccalaureate Certification - Elementary	1995	X	X	X			X	X	X
LA	Post Baccalaureate Certification - Secondary	1990	X	X	X			X	X	X
LA	Post Baccalaureate Certification - SPED	1990	X	X	X			X	X	X
LA	Practitioner Teacher Program	2000 pilot	X	X	X	X	X	X	X	
LA	Temporary Teaching Assignment		X			X				X
MA	Certification Review Panel -Alternative Route to Certification	1987	X			X			X	

State	Name of Program	Year instated / legislation	ENTRANCE REQUIREMENTS: BA	ENTRANCE REQUIREMENTS: Major, minor, or transcript analysis	ENTRANCE REQUIREMENTS: Minimum GPA	ENTRANCE REQUIREMENTS: Standardized assessment for entrance	SUPPORT & EVALUATION: Preservice training before entering classroom	SUPPORT & EVALUATION: Mentoring or other formal support	SUPPORT & EVALUATION: Formal evaluation of candidates	SUPPORT & EVALUATION: Shortage program
MA	Massachusetts Institute for New Teachers	1998	X		X	X			X	X
MA	Waiver	1950s	X	X					X	X
MD	Resident Teacher Certificate	1991	X	X	X	X	X	X	X	
ME	Transcript Analysis		X	X		X			X	X
MI	Alternate Route (MARTC)	1993	X	X	X	X		X	X	X
MI	Limited License to Instruct Mid-Career Model		X	X			X			
MI	Limited License to Instruct General Model		X	X	X	X			X	X
MN	Alternative Preparation to Teacher Licensure	1990	X			X	X	X	X	
MO	Alternative Certification Program	1989	X	X	X			X	X	
MS	Alternate Route License	1997	X	X		X				
MT	Class 5 (Provisional) Teaching Certification	1995	X	X					X	
NC	Lateral Entry Provisional License	1985	X			X			X	
NH	Conversion Programs	1989	X	X					X	
NH	Individual Professional Development Plan	1989	X	X				X	X	X
NH	Site-Based Certification Plan	1990	X	X	X		X	X	X	
NJ	Provisional Teacher Program	1984	X	X		X		X	X	
NM	Alternative Licensure	2000	X	X		X	X N3		X	
NY	Alternative Teacher Certification Transitional B	2000	X	X	X	X	X	X		
NY	Alternative Completion of Requirements	1940	X						X	
NY	Internship Certificate	1968	X	X					X	
NY	Temporary License	1966	X					X	X	
OH	Alternative Educator License	2000	X	X	X	X	X	X	X	
OH	Conditional Teaching Permit for Intervention Specialist (K-12)	2001	X	X		X	X	X	X	
OH	Conditional Teaching Permit for Adolescent to Young Adult (7-12)	2001	X	X	X	X	X	X	X	
OH	Internship Certification Program	1990	X	X		X	X	X	X	
OK	Alternative Placement Program	1991	X	X		X			X	X
OK	Teacher Competency Review Panel	1997	X						XN4	
OR	Interim Teacher Licenses	1986	X	X		X			X	X
OR	Restricted Transitional License	1999	X	X				X	X	X
OR	Teaching Associate License	1999		X			X	X	X	
PA	Alternate Candidate Certification	1998	X	X	X	X	X	X	X	
PA	Teacher Intern Program	1983	X			X		X	X	
SC	Critical Need Conditional Certificate	1984	X	X		X	X		X	X
SD	Alternative Certification	1985	X	X			X	X	X	X
TN	Interim Probationary License Type A	1984	X	X				X	X	
TN	Interim Probationary License Type C	1990	X	X		X		X	X	
TN	Interim Probationary License Type D	1990	X			X		X	X	
TN	Interim License Type E	2000	X	X		X			X	
TX	Alternative Teacher Certification	1985	X				X	X	X	XN5
UT	Alternative Preparation for Teaching Program	1991	X	X			X	X	X	
VA	Alternate Route to Licensure	1998	X						X	
VA	Career Switchers Alternative Route to Licensure Pilot Programs for Career Professions	1999	X	X		X	X	X		

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			ENTRANCE REQUIREMENTS				SUPPORT & EVALUATION			
State	Name of Program	Year instated / legislation	BA	Major, minor, or transcript analysis	Minimum GPA	Standardized assessment for entrance	Preservice training before entering classroom	Mentoring or other formal support	Formal evaluation of candidates	Shortage program
VA	Provisional Licensure	1982	X			X			X	
VT	License by Evaluation	1971	X						X	
WA	Alternate Route One under Partnership Grants	2001N6				X		X		X
WA	Alternate Route Two under Partnership Grants	2001N6	X		X	X		X		X
WA	Alternate Route Three under Partnership Grants	2001N6	X		X	X	X	X		X
WV	Alternate Program for the Education of Teachers	1991	X	X	X	X	X	X	X	
WY	Portfolio Certification		X							
Totals			88	57	37	51	36	56	77	36

Not all programs listed in Alternative Teacher Certification: A State by State Analysis are displayed in the table above because they were either emergency programs, provided insufficient information, were highly similar to traditional programs, or were for a uniquely specified population, such as teachers from other countries or teachers for subjects for which there were no endorsement areas.

In addition, in the 1980s the Holmes Group recommended that teacher preparation be converted to an undergraduate degree with a one-year master's degree in education. One-year master's degree programs do not constitute an alternative certification program in the sense that they are descibed in this report.

N1: All beginning teachers in Connecticut participate in the B.E.S.T. program, which includes formal mentorship.
N2: Vocational education instructors may be eligible with only a high school diploma.
N3: Candidates either complete a preservice component or must pass an exam and appear before a review board prior to classroom teaching.
N4: Candidates are assessed by the Teacher Competency Review Panel.
N5: This was originally a shortage program.
N6: Grant-funded program, law scheduled to expire in 2005.

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IV How Do ACPs Help Resolve Teacher Supply and Quality Issues?

Many quality alternative certification programs address key teacher preparation issues (see Chapter II) by their very design. They open pathways into teaching for individuals from other professions and diverse backgrounds. They involve faculty from K-12 schools and higher education. They link content and pedagogy for candidates through extensive clinical experiences with trained mentors. They combine coursework with field work.

Teacher Supply

Evidence is clear that the current rate of individuals entering teaching from traditional four-year preparation programs is not sufficient to meet demand. Projections indicate that U.S. schools will need to hire about two million teachers by 2008-09 (Hussar, 1999). The situation is worse in urban schools, where positions often remain vacant at the start of the school year (particularly in math and science, bilingual education, and special education classes) and where principals report greater difficulty in hiring teachers than their rural or suburban counterparts (NCES, 1997). Often, administrators fill these positions with substitute teachers or teachers with emergency certification whose appointments fuel concerns about teacher quality. Furthermore, urban schools report difficulty in attracting teachers of color.

ACPs offer an effective technique for state policymakers to address the crisis in teacher supply *when the programs are designed carefully and follow best practices in teacher preparation.* Alternative certification programs pull candidates from a broader supply pool by appealing to individuals with a variety of undergraduate majors, as well as career-changers, retirees, and recent college graduates. ACPs attract more candidates of color (Dill, 1996). The programs can be designed strategically to recruit teachers who are likely to go to the most needy districts, specific urban areas, and/or certain subject areas. Well designed ACPs also reduce the time needed to move high-quality candidates into the teaching workforce. While traditional undergraduate preparation programs require four years to produce a teacher, alternative programs take much less time.

For example, one of Hawaii's ACPs focuses on special education, an area with a particularly acute shortage. The "Alternative Licensing Program in Special Education" is a two-year, field-based program that combines classroom teaching and formal coursework, based on standards defined by the state for all special education teachers. Another example is Northwestern University's Golden Apple Teacher Education (GATE) program, which focuses exclusively on math and science in secondary schools. Candidates in GATE must have a 3.0 minimum GPA and finalists are interviewed before entering the program. Successful applicants complete six weeks of summer coursework before entering the classroom. Candidates must complete a full year of teaching under the guidance of a mentor and another summer of coursework.

Teacher Quality

Among new teachers with three or fewer years of experience, only 50 percent have majors in an academic field (NCES, 2000, p. 73). In 1998, a third of teacher candidates in Virginia failed a basic-skills test. Teacher quality issues are even more pronounced in secondary urban schools, where there are higher rates of unqualified and misassigned teachers who are left to navigate the waters of a "profession that eats its young" (Halford, 1998).

The best ACPs can help address these issues. They screen candidates according to minimum quality criteria (e.g., ensuring they have academic majors, passing teacher-test scores, and minimum GPAs), place candidates in several months of guided clinical experiences, build candidate-mentor relationships, and offer coursework during candidates' clinical experiences. Furthermore, ACPs encourage candidates to link pedagogy and content knowledge to their teaching experience. For example, Delaware's "Alternative Routes to Teacher Certification" program (ARTC) requires a major in a subject area and screens candidates with the Praxis I teacher assessment. Entrants to the program then attend a summer institute that covers effective teaching strategies, diversity issues, special education strategies, adolescent development, and classroom management—all this *prior* to entering the classroom. Throughout the following year, candidates attend weekend seminars to continue their training as they work daily in a K-12 class.

In general, by requiring candidates to possess a degree in a subject area prior to entry, ACPs begin with a candidate pool of partly qualified individuals and then enhance their prospects for high-quality teaching by providing continued academic training in a clinical setting that is likely to fuse pedagogical and content knowledge with accomplished practice.

Policy and Institutional Coordination

Many of the chronic challenges facing teacher preparation programs are due in part to the lack of coordination among education institutions and policies. Consequently, teacher candidates often find that course content in their subject area is far removed from the knowledge required to teach the K-12 curriculum; that their student-teaching experiences do not directly relate to the pedagogical training they received in preparation classes; and that expectations placed on them by preparation programs, by universities, by K-12 schools, and by teacher licensure exams may conflict (NASBE, 2000).

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By placing candidates in schools while they complete their pedagogical training, and by making evaluation of candidates the ongoing responsibility of program faculty and school personnel, high-quality ACPs link K-12 schools and preparation programs. This is particularly the case when programs require one- or two-year teaching internships combined with academic seminars or classes. Many alternative programs were actually created by universities and local school districts to help alleviate teacher shortages.

The collaborative nature of ACPs may encourage actors at different levels of the education system to reconcile their needs and combine their resources. For example, an initiative in Texas involving an ACP was successful when common goals among the diverse participants were identified, when group representation was carefully chosen, when actions were taken slowly, and when responsibilities were clearly articulated (Brulle, 1998). Policy studies confirm that, in general, incremental negotiation and change across different levels of the education system is an effective approach to foster long-term change.

More time, investment, and evaluation are necessary to truly evaluate the potential of alternative certification to contribute significantly to problem-solving in teacher preparation. Yet it is clear that ACPs show initial promise on several fronts. While critics tend to focus on what they consider the lack of high standards and quality practices in ACPs, policymakers must recognize that in a standards-based system, *quality* alternative programs can provide a feasible and effective route to teacher preparation that may attract diverse and highly qualified candidates to the teaching field.

V Policy Implications and Recommendations

To improve teacher preparation, policymakers must focus on clear standards and on building a comprehensive system that accommodates multiple routes based on those standards. Focusing on these goals, rather than structures and inputs, also clearly opens the door for new ways to prepare teachers with innovations like alternative certification programs.

State boards of education must ensure that the standards for alternative programs are the same as those for traditional licensure. Furthermore, to develop a coherent system, ACPs must be linked to student standards in the state.

When standards for teacher preparation are in place, ACPs can be judged not as a *method* to prepare teachers, but by the outcomes these programs produce. Clear standards distinguish *processes* to prepare teachers from *conceptions* of what good teachers are. Setting standards for teacher knowledge and performance is a tricky and often politically contentious process that most states have already undertaken. Once policymakers have agreed on standards, they can establish guidelines and sanctions for teacher preparation *outcomes* based on the standards and remove teacher preparation *processes* from political debates.

State boards should establish approval guidelines for ACPs that require key components of a quality program.

As noted earlier, virtually all ACPs have induction components, however, these vary widely. At a minimum, state boards should ensure that programs provide a trained mentor for each candidate, provide subject-specific instruction in pedagogy and classroom management before candidates begin their first assignment, and give them opportunities for feedback, job coaching, and further professional development in the first years of their careers.

State boards and other state policymakers should ensure that ACPs are adequately funded. Poorly funded programs can evolve into nothing more than emergency licensure programs.

Simply writing an ACP into policy or legislation will not necessarily yield an effective system. Implementation requires financial and human resources. Exact costs of programs are difficult to calculate. One estimate claims that ACPs cost about 75 percent more to prepare a teacher than a traditional program (Hawley, 1990). The per-candidate cost of one of California's ACPs was about $1,300 in 1988 (McKibbin, 1988), while a program in Texas, including training costs, was $3,400 per year (an amount deducted from interns' salaries) (Dill, 1994). Policymakers must be careful to consider how such costs are calculated (do they include undergraduate tuition? Do they include professional development costs that would otherwise be spent on other new teachers? etc.). They should also consider related costs. For example, teachers who work as mentors may need compensation for their work as a mentor, and districts may need to hire substitutes to allow mentors time to work with teacher candidates during the school day. Furthermore, responsibility for costs at the individual, school, district, and preparation program level should be clearly specified.

State boards should take the lead in defusing the political rhetoric around ACPs to focus on their relative utility.

Although the rhetoric surrounding alternative certification has softened, policymakers should expect that the programs may be controversial. For example, ACPs may represent a *partial* shift of control over teacher preparation from higher education to districts and schools. Depending on how a program is structured, colleges and universities may lose some oversight of teachers during clinical experiences, while school districts may need to ensure that candidates receive quality mentors and pedagogy. State board members must work in concert with higher education boards, college and university presidents, and the deans of teacher education programs to plan ACPs so that friction is minimized.

State boards should direct state departments of education to track the characteristics of ACP graduates and their willingness to stay in the profession beyond five years.

As noted before, little national data exist regarding alternatively certified teachers. Describing these candidates on a state-level basis can be one way to evaluate the programs in which they were trained. Key questions include: Where do the ACP graduates come from? In what types of districts do they work? Do they remain in the teaching profession? What impact do these candidates have on student achievement?

State boards should use the elements of quality ACPs as a template for a comprehensive system of teacher development.

Successful ACPs incorporate techniques known to correlate with good teacher education. These include linking pedagogical training with classroom practice, providing extended clinical experiences, requiring induction programs, providing candidates with mentors in their subject field, mandating an undergraduate background in the teaching subject area, rigorously screening applicants (e.g., screening interviews in Michigan's MARTC program), and effectively evaluating candidates. Policymakers should follow these proven techniques for all teachers, not just those who go through alternative certification.

Finally, it should be remembered that while alternative certification has commanded a great deal of policy and political attention over the past decade, the teacher shortage will not be eliminated simply by finding and training more teachers. If states do not address the factors that cause educators to *leave* teaching, ACPs can only serve to continually replace teachers hired a year or two earlier. Solving the shortage is ultimately a matter of keeping people in the classroom, rather than simply speeding up the cycle: preparation for a new career, placement in a school, and, sadly, departure from the profession.

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Appendix
Alternative Teacher Certification Contact Information

State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
Alabama	www.alsde.edu/			Alabama Dept. of Education 5201 Gordon Persons Bldg. 50 N. Ripley St. PO Box 302101 Montgomery, AL 36130-2101 Attn: June H. Mabry (334) 242-9977; Fax: (334) 242-0498 Email: tcert@alsde.edu
Alaska	www.eed.state.ak.us/	www.eed.state.ak.us/ TeacherCertification		Alaska Dept. of Education and Early Development Teacher Ed. & Certification Attn: Assessment Center 801 West Tenth St., Suite 200 Juneau, AK 99801-1894 Attn: Cynthia Curran (907) 465-2857 Email:Cynthia_Curran@eed. state.ak.us
Arizona	www.ade.state.az.us	www.ade.state.az. us/certification		Arizona Dept. of Education Teacher Certification Unit 1535 West Jefferson Phoenix, AZ 85007 Attn: R. Berkley Lunt (602) 542-4367
Arkansas	arkedu.state.ar.us/	arkedu.state.ar.us/ teachers/index.html		Arkansas Dept. of Education No. 4 State Capitol Mall, Room 106B Teacher Education/Licensure Little Rock, AR 72201 Attn: Jim Chism (501) 682-5762
California	www.cde.ca.gov/			California Commission on Teaching Credentialing 1900 Capitol Ave. Sacramento, CA 95814-4213 Attn: Michael McKibbin (916) 445-4438 Email: mckibbin@ctc.ca.gov
Colorado	www.cde.state.co.us /index_home.htm	www.cde.state.co.us /index_license.htm		Colorado Dept. of Education Educator Licensing 201 E. Colfax Ave. Room 105 Denver, CO 80203 Attn: Eugene J. Campbell (303) 866-6851 Attn: Bridget Collins-Sullivan (303) 866-6854 Email: campbell_e@cde.state.co.us

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State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
Connecticut	www.state.ct.us.sde/	www.state.ct.us/sde/dtl/cert/index.htm	www.state.ct.us/sde/dtl/cert/howto2.htm	Connecticut Bureau of Certification and Professional Development PO Box 150471 Hartford, CT 06115-0471 Attn: Hilary E. Freedman (860) 713-6708 Email: teacher_cert@po.state.ct.us
Delaware	www.doe.state.de.us/	deeds.doe.state.de.us/crt/deeds_crt_default.asp	www.udel.edu/artc	Alternative Routes To Certification Program (ARTC) Willard Hall University of Delaware Newark, DE 19716 (302) 739-4686 Attn: Linda Hughes (302) 831-4598 Email: artc-de@udel.edu
District of Columbia	www.k12.dc.us/dcps/home.html			District of Columbia Public Schools Educational Credentialing and Standard Branch 825 North Capitol St., N.E. Washington, DC 20002-4232 (202) 442-5377; fax: (202) 442-5311
Florida	www.firn.edu/doe	www.firn.edu/doe/bin00022/home0022.htm		Florida Dept. of Education Bureau of Educator Certification 325 West Gaines St., Suite 201 Tallahassee, FL 32399 Attn: Judy Bond (850) 488-6159 Email: edcert@mail.doe.state.fl.us
Georgia	www.doe.k12.ga.us/index.asp	www.doe.k12.ga.us/humanresources/teachercertification.asp	www.gapsc.com/TeacherCertification/Routesto Certification.asp	Georgia Professional Standards Commission 1454 Twin Towers East Atlanta, GA 30334 (404) 657-9000 url: www.teachforgeorgia.org
Hawaii	www.k12.hi.us/	www.k12.hi.us/~personnl/license.html		Hawaii Dept. of Education Office of Personnel Services 650 Iwilei Road, Suite 201 Honolulu, HI 96817 Attn: Sharon Mahoe (808) 586-2600; Fax: (808) 586-2006 Email: Smahoe@htsb.org

State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
Idaho	www.sde.state.id.us/dept	www.sde.state.id.us/certification		Idaho Dept. of Instruction Teacher Education/ Professional Standards PO Box 83720 Boise, ID 83720-0027 Attn: Michael P. Stefanic (208) 332-6800
Illinois	www.isbe.state.il.us/	www.isbe.state.il.us/teachers.htm		Illinois State Board of Education, Division Of Professional Preparation Mailcode: E-310, 100 North First St., Springfield, IL 62777 Attn: Martha (Marti) Woelfle (217) 782-4330 Fax: (217) 782-3687 Email: mwoelfle@isbe.net url: www.isbe.net/profdevelopment
Indiana	www.doe.state.in.us/	www.state.in.us/psb		Indiana Professional Standards Board 251 E. Ohio St., Ste 201 Indianapolis, IN 46204 (317) 232-9010
Iowa	www.state.ia.us/educate	www.state.ia.us/educate/boee/index.html		Iowa Board of Education Examiners Grimes State Office Bldg. East 14th and Grand Des Moines, IA 50319 Attn: Anne E. Kruse (515) 281-5849
Kansas	www.ksbe.state.ks.us	www.ksbe.state.ks.us/cert/cert.html		Kansas Dept of Education Division of Certification 120 S.E. Tenth Ave. Topeka, KS 66612 Attn: Dr. Martha Gage (Dir. of Cert. & Teacher Ed.) (785) 296-8012 email: mgage@ksde.org
Kentucky	www.kde.state.ky.us/	www.kde.state.ky.us/otec/cert/default.asp	www.kde.state.ky.us/otec/epsb/Legislative/routes_alt_cert/altcertroutes.asp	Kentucky Education Professional Standards Board 1024 Capital Center Drive, Suite 225 Frankfort, KY 40601 Attn: Dr. Susan Leib or Mary Ellen Wiederwohl (502) 573-4606; Fax (502) 573-1610 Email: mwiederw@kde.state.ky.us

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State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
Louisiana	www.doe.state.la.us/DOE/asps/home.asp	www.doe.state.la.us/DOE/asps/home.asp?I=CERTIFICATION	www.doe.state.la.us/DOE/oqe/certification/aternat.htm	Louisiana Dept. of Education Bureau of Higher Education/Certification PO Box 94064 Baton Rouge, LA 70804 Attn: Mary Helen S. McCoy (504) 342-3490 Email: mhmccoy@doe.state.la.us
Maine	www.state.me.us/education/homepage.htm	www.state.me.us/education/cert/cert.htm		Maine Dept. of Education Certification Office 23 State House Station Augusta, ME 04333-0023 Attn: Nancy Ibarguen (207) 624-6603 Email: nancy.ibarguen@state.me.us
Maryland	www.msde.state.md.us/	www.msde.state.md.us/aboutMSDE/divisions/ca.html		Maryland Dept. of Education Teacher Education/Certification 200 W. Baltimore St. Baltimore, MD 21201 Attn: Norma Allen / Virginia Pilato (410) 767-0391; Fax: (410) 767-0390 Email: nallen@msde.state.md.us
Massachusetts	www.doe.mass.edu/	www.doe.mass.edu/educators/e_license.html		Massachusetts Dept. of Education Bureau of Teacher Preparation 350 Main St. Malden, MA 02148 Attn: Dennis DiCarlo Phone (781) 388-3300; Fax: (781) 388-3475
Michigan	www.mde.state.mi.us/	www.state.mi.us/mde/off/ppc/office.htm		Michigan Dept. of Education Teacher Preparation/Certification PO Box 30008 Lansing, MI 48909 Attn: Carolyn Logan (517) 373-3310; Fax: (517) 373-0542 Email: logance@state.mi.us
Minnesota	www.educ.state.mn.us/	www.educ.state.mn.us/licen		Minnesota Dept. of Children, Families & Learning 1500 Highway 36 West Roseville, MN 55113 Attn: Dr. George Maurer (651) 582-8833 Email: George.Maurer@state.mn.us

State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
Mississippi	www.mde.k12.ms.us	www.mde.k12.ms.us /license www.mde.k12.ms.us /license/licaltrte.htm		Mississippi Dept. of Education Office of Educator Licensure PO Box 771 Jackson, MS 39205 Attn: Carolyn Alexander, Director (601) 359-3483 Email: Calexander@mde.k12.ms.us
Missouri	www.dese.state.mo.us/	www.dese.state.mo.us/divurbteached/teachcert/index.html	www.dese.state.mo.us/divurbteached/teachcert/csr/800-260.html	Missouri Dept. of Education Teacher Ed./Certification Dept. of Elementary/Secondary Education PO Box 480 Jefferson City, MO 65102 Attn: John Miller (573) 751-0051
Montana	www.metnet.state.mt.us/	www.metnet.state.mt.us/Cert/htm		Teacher Education/Certification Office of Public Instruction PO Box 202501 Helena, MT 59601-2501 Attn: Marilyn Roberts (406) 444-3150; Fax: (406) 444-3924 Email: marilynr@state.mt.us
Nebraska	www.nde.state.ne.us	www.nde.state.ne.us /TCERT/TCERT.html		Nebraska Dept. of Education Teacher Education/Certification PO Box 94987 301 Centennial Mall South Lincoln, NE 68509 Attn: Robert Crosier (402) 471-0739
Nevada	www.nde.state.nv.us/	www.ccsd.net/HRD/NVDOE		Nevada Dept. of Education State Mail Room 1820 E. Sahara #205 Las Vegas, NV 89104-3746 Attn: Jan Hamilton (702) 486-6455
New Hampshire	www.ed.state.nh.us/	www.ed.state.nh.us/Certification/teacher.htm	www.ed.state.nh.us/Certification/credenti.htm	New Hampshire Dept. of Education Bureau of Credentialzing 101 Pleasant St. Concord, NH 03301 Attn: Kathleen M. Moulis (603) 271-3871 Email: kmoulis@ed.state.nh.us

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State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
New Jersey	www.state.nj.us/education	www.state.nj.us/njded/educators/license/index.html	www.state.jn.us/njded/educators/license/1113.htm	New Jersey Dept. of Education Office of Licensing and Credentials PO Box 500 Trenton, NJ 08625-0500 Attn: John F. Knapp (609) 292-2045
New Mexico	sde.state.nm.us/	sde.state.nm.us/divisions/ais/licensure/index.html		New Mexico Dept. of Education Professional Licensure 300 Don Gasper Santa Fe, NM 87501-2786 Attn: James Ball (505) 827-6581 Fax: (505) 827-4148 Email: jball@sde.state.nm.us
New York	www.nysed.gov/	www.highered.nysed.gov/tcert/		New York Education Dept. Office of College and University Evaluation 5 N. Mezzanine, Education Bldg. Albany, NY 12234 Attn: Ruth I. Pagerey (518) 474-1914 Email: rpagerey@mail.nysed.gov
North Carolina	www.dpi.state.nc.us/	www.ncpublicschools.org/licensure/lifaq.htm#4	www.ncpublicschools.org/troops/t3altli.html	North Carolina Dept. of Public Instruction Division of Teacher Education Services 114 West Edenton St. Raleigh, NC 27611 Attn: Van Brock Murray (919) 733-4125
North Dakota	www.dpi.state.nd.us/dpi/index.htm	www.state.nd.us/espb		North Dakota Education Standards and Practices Board 600 East Boulevard Ave. Bismarck, ND 58505-0540 Attn: Janet Placek Welk, Exec. Dir./ Deb Jensen, Asst. Dir. (701) 328-1659; Fax: (701) 328-2815 Email: jwelk@state.nd.us
Ohio	www.ode.state.oh.us	www.ode.state.oh.us/tp/ctp/candl.htm	www.ode.state.oh.us/teaching-profession/teacher/certification_licensure/altedbr.asp	Ohio Dept. of Education Center for the Teaching Profession, Office of Certification/Licensure 65 S. Front St., Room 412 Columbus, OH 43215 Attn: Leonard Crawford (614) 466-3593/2006 Email: leonard.crawford@ode.state.oh.us

State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
Oklahoma	www.sde.state.ok.us	www.sde.state.ok.us /pro/tcert/ profstd.html	www.sde.state.ok.us /pro/tcert/pdfs/ AlternativePlace Packet.pdf	Oklahoma Dept. of Education Professional Standards Section, Teacher Education/ Certification, 2500 N. Lincoln Blvd., Room 211, Oklahoma City, OK 73105 Attn: Cindy Marose (405) 521-3337; Fax: (405) 522-1520 Email: cindy_Marose@ sde.state. ok.us
Oregon	www.ode.state.or.us	www.ode.state.or.us /opte/index.htm		Oregon Teacher Standards/Practices 465 Commercial St., NE Salem, OR 97301 Attn: Linda Samek (503) 378-3757 Email: Linda.Samek@state.or.us
Pennsylvania	www.pde.state.pa.us	https://www.tcs.ed.s tate.pa.us/		Pennsylvania Dept. of Education Bureau of Certification 333 Market St. Harrisburg, PA 17126-0333 Attn: Ronald Simanovich (717) 783-9252; Fax: (717) 783-6736 Email: rsimanovic@state.pa.us
Rhode Island	www.ridoe.net/	www.ridoe.net/ teacher_cert/ certification/ Default.htm		Rhode Island Dept. of Education Office of Teacher Preparation, Certification and Professional Development 255 Westminster St. Providence, RI 02903 Attn: Joseph Gaudiosi (401) 222-4600, ext. 2254 Email: ride1512@ride.ri.net
South Carolina	www.state.sc.us/sde	www.scteachers.org	www.scteachers.org /scteachers/Cert/PA CE/overview.htm	South Carolina Dept. of Education Teacher Education/ Certification 1600 Gervais St. Columbia, SC 29201 Attn: Sandra Rowe (803) 734-2758
South Dakota	www.state.sd.us/stat e/executive/deca	www.state.sd.us/dec a/account/forms/ini- tialcert.pdf	www.state.sd.us/dec a/account/pro- grams.htm#alt_cert	South Dakota Dept. of Education and Cultural Affairs, Div. of Elementary/ Secondary Education, Kneip Bldg., Pierre, SD 57501 Attn: Dean Buchanan (605) 773-4771 Attn: Jerald Goehring (605) 773-4774 dean.buchanan@ state.sd.us Jerald.Goehring@state.sd.us

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State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
Tennessee	www.state.tn.us/education	www.state.tn.us/education/lic_home.htm	www.state.tn.us/education/lic_intm.htm	Tennessee Dept. of Education Teacher Licensing Andrew Johnson Tower 5th Floor 710 James Robertson Pkwy Nashville, TN 37243 Attn: Amy Gallagher (615) 532-4880
Texas	www.sbec.state.tx.us	www.sbec.state.tx.us/certinfo/routescertif.htm	www.actrgv.com/	Texas State Board for Educator Certification 1001 Trinity St. Austin, TX 78701-2603 Attn: Dr. William Wale (512) 469-3000
Utah	www.usoe.k12.ut.us/	www.usoe.k12.ut.us/cert	www.usoe.k12.ut.us/cert/apt/apthtml.htm	Utah State Office of Education Division of Teacher Certification 250 East 500 South Salt Lake City, UT 84111 Attn: Ronald Stanfield/Diane DeMan (801) 538-7741; Fax: (801) 538-7973 Email: rstanfie@usoe.k12.ut.us
Vermont	www.state.vt.us/educ	www.state.vt.us/educ/license/index.htm	www.state.vt.us/educ/license/process.htm#waivers	Vermont Dept. of Education Educational Resources Unit 120 State St. Montpelier, VT 05620-2501 Attn: Patricia Pallas (802) 828-2445
Virginia	www.pen.k12.va.us/	www.pen.k12.va.us/VDOE/newvdoe/teached.html	www.pen.k12.va.us/VDOE/newvdoe/licroute.htm	Virginia Dept. of Education Division of Teacher Education and Licensure PO Box 2120 Richmond, VA 23218-2120 Attn: Paul F. Joseph (804) 371-2472 Attn: David Crossley (804) 225-2802 Email: pjoseph@pen.k12.va.us
Washington	www.k12.wa.us/	www.k12.wa.us/cert		Professional Educator Standards Board Old Capitol Bldg. PO Box 47200 Olympia, WA 98504-7200 Attn: Jennifer Wallace (360) 725-6275 Email: jwallace@ospi.wednet.edu

State	State DOE Website	Certification Page	Alt. Certification Page	Contact Information
West Virginia	wvde.state.wv.us/	wvde.state.wv.us/certification		West Virginia Dept. of Education Capitol Complex, Bldg #6, Room 337 Charleston, WV 25305-0330 Attn: Barbara Brazeau (304) 558-7010 or 800) 982-2378
Wisconsin	www.dpi.state.wi.us/	www.dpi.state.wi.us/dpi/dlsis/tel/index.html		Wisconsin Dept. of Public Instruction Bureau of Teacher Education, Licensing, and Placement PO Box 7841 Madison, WI 53707-7841 Attn: Peter Burke (608) 266-1027
Wyoming	www.k12.wy.us/	www.k12.wy.us/ptsb/index.html	www.k12.wy.us/ptsb/qanda.html#alternative	Wyoming Professional Teaching Standards Board 2300 Capitol Ave. Hathaway Bldg, 2nd Floor Cheyenne, WY 82002-0190 Attn: Adel Van Patten-Gorney (307) 777-6256 email: avanpa@state.wy.us

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